

**Grade 8 ELA Curriculum**  
**Year at a Glance 2021 – 2022**  
**CCISD Grade 8 ELA**

Workshop Routines/Workshop Goals	Reader’s Writer’s Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with their Professional Learning Community (PLCs) to organize daily routines that will best serve the needs of their learners. Routines for Reader’s/Writer’s Workshop include systematic use of the following <ol style="list-style-type: none"> <li>1. Reader’s/Writer’s Notebook</li> <li>2. Self-selected Independent Reading</li> <li>3. Mentor Texts</li> <li>4. Mini-lessons</li> <li>5. Collaboration</li> <li>6. Conferring</li> </ol>
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<b>Nine Weeks</b>	<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>
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Essential Questions	How do I craft a reading and writing life that shapes who I want to become?	What does the world need to hear from me?
Skills/Student Habits	<p>Students Can:</p> <ul style="list-style-type: none"> <li>• build collaborative communities that discuss, communicate, and reinforce established routines. (TEKS Strand 1)</li> <li>• set goals and purposes for reading, make connections to texts, and establish “good reader” habits to understand how the texts they read influence who they want to become. (TEKS Strand 2)</li> <li>• make connections to texts through a variety of low stakes writing and speaking opportunities. (TEKS Strand 3)</li> <li>• engage with a variety of genre of texts (including memoir) to understand how authors use characterization, develop theme(s), craft setting to build meaning. (TEKS Strand 4)</li> <li>• study targeted mentor texts and analyze how authors’ choices influence and communicate meaning and apply author’s craft purposefully in their own writing. (TEKS Strand 5)</li> <li>• develop and share their individual voices in authentic narrative writing. (TEKS Strand 6)</li> <li>• become actively engaged learners who generate questions and identify and evaluate evidence. (TEKS Strand 7)</li> </ul>	<p>Students Can:</p> <ul style="list-style-type: none"> <li>• build stamina and a broad functional vocabulary that allows the reader to engage in increasingly complex texts. (TEKS Strand 1)</li> <li>• monitor goals and purposes for reading, deepen connections to texts, and maintain “good reader” habits to understand how the texts they read influence who they want to become. (TEKS Strand 2)</li> <li>• make connections to texts through a variety of low stakes writing and speaking opportunities. (TEKS Strand 3)</li> <li>• engage with a variety of genre of texts (including informational essays) to understand how authors use purpose and controlling idea/thesis to build meaning. (TEKS Strand 4)</li> <li>• analyze how author’s use of language and structure develops their message and apply author’s craft purposefully in their own writing. (TEKS Strand 5)</li> <li>• develop and share their individual voices in authentic informational writing. (TEKS Strand 6)</li> <li>• continue to generate questions and identify and evaluate evidence. (TEKS Strand 7)</li> </ul>
Evidence for Learning (Formative)	<ul style="list-style-type: none"> <li>• R/W Notebook Entries</li> <li>• Book Talks</li> <li>• Written Reflection</li> <li>• Reading Statistics</li> <li>• Conferring Conversations/Notes</li> <li>• Observable Reading/Writing Stamina Notes/Behaviors</li> <li>• Reading Survey</li> <li>• Reading Response (Informal)</li> </ul>	<p>*Review BB1 and include:</p> <ul style="list-style-type: none"> <li>• Baseline Informational Writing Task (Idea Development/Grammar/Mechanics)</li> <li>• Flash Drafts/Rough Drafts</li> <li>• Making an Evidence Based Claim and showing a connection</li> </ul>

	<ul style="list-style-type: none"> <li>Independent Reading Selection</li> <li>Seed Writing/Writing Territories</li> <li>Baseline Writing Task</li> <li>Evidence of Revision (Write beside the text/ Turn and Talk Protocols)</li> <li>Checks for Understanding</li> <li>Graphic Organizers</li> <li>Reading Logs</li> <li>Digital Portfolios (Itslearning)</li> </ul>	
Evidence of Learning (Summative)	<ul style="list-style-type: none"> <li>Reading Life Assessment</li> <li>Memoir Process Piece</li> <li>Reading Skills Assessment</li> <li>Digital Portfolios (Itslearning)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Process Piece</li> <li>SSIR Evidence-Based writing</li> <li>Reading Skills/Life Assessment and Reflection (CBA)</li> <li>Digital Portfolios (Itslearning)</li> </ul>
<b>Nine Weeks</b>		
<b>3<sup>rd</sup> Nine Weeks</b>		<b>4<sup>th</sup> Nine Weeks</b>
Essential Questions	How do I consider diverse perspectives in crafting my argument?	What can I investigate that challenges my perspective?
Skills/ Student Habits	<p>Students Can:</p> <ul style="list-style-type: none"> <li>use new vocabulary to engage in meaningful discourse and accept and provide feedback. (TEKS Strand 1)</li> <li>monitor goals and purposes for reading to understand texts and begin to synthesize sources to create new understanding that challenges their beliefs. (TEKS Strand 2)</li> <li>reflect upon and adjust their understanding to effectively communicate their argument. (TEKS Strand 3)</li> <li>analyze characteristics and structures of argumentative texts to enhance writing skills. (TEKS Strand 4)</li> <li>study other writers’ craft to influence their writing style and develop their argument. (TEKS Strand 5)</li> <li>revise then publish individual authentic argument writing. (TEKS Strand 6)</li> <li>evaluate and incorporate evidence using appropriate citations. (TEKS Strand 7)</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>utilize collaborative communities to push thinking, ask probing questions, and refine language skills in inquiry and reflection to learn about advocacy. (TEKS Strand 1)</li> <li>monitor goals and purposes for reading to synthesize in order to defend a position. (TEKS Strand 2)</li> <li>make connections between texts and use specific evidence and logical reasoning to communicate their understanding. (TEKS Strand 3)</li> <li>analyze characteristics of texts to enhance synthesis and make plans for future inquiry. (TEKS Strand 4)</li> <li>study their writer’s craft to utilize voice to enact change. (TEKS Strand 5)</li> <li>develop multimodal products in response to inquiry and reflection. (TEKS Strand 6)</li> <li>evaluate and incorporate evidence using sources ethically. (TEKS Strand 7)</li> </ul>
Evidence for Learning (Formative)	<p>*Review BB1/BB2 and include:</p> <ul style="list-style-type: none"> <li>Evaluating Chosen Evidence</li> <li>Evaluating Informal/Formal Debate, Socratic Seminar</li> <li>Revisiting and Adjusting Goals</li> <li>Response to Literature using STAAR Questions</li> </ul>	<p>*Review BB1/BB2/BB3 and include:</p> <ul style="list-style-type: none"> <li>Book Stacks/Ladders</li> <li>Evidence of Research</li> <li>Evidence of Synthesis</li> </ul>
Evidence of Learning (Summative)	<ul style="list-style-type: none"> <li>Argument Process Piece</li> <li>Reading Life Assessment (Goal Setting/Reflection)</li> <li>Reading Skills Assessment</li> <li>Digital Portfolios (Itslearning)</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Reading Life Synthesis Piece</li> <li>Reading Skills Assessment</li> <li>Multi-Modal Inquiry Product</li> <li>Digital Portfolios (Itslearning)</li> </ul>